LEARNING ENVIRONMENT CORRELATE 5 – STUDENT, FAMILY AND COMMUNITY SUPPORT

Correlate 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

Indicator	**Ratings of Performance**			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
5.1 STUDENT, FAMILY, COMMUNITY SUPPORT PROGRAMS/SERVICES	**Meets criteria for a rating of "3" on this indicator plus:**			
DA **5.1a** **Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students, based on high expectations and Montana Content and Performance Standards.** **Examples of Supporting Evidence:** • Staff member, parent/family member and student interviews • School visitors register • Walk-through observations • Perception surveys • School board policies • Parent/community member workshop schedule • Volunteer schedule • Examples of school-to-home communications	The school board analyzes patterns of committee participation as a planning tool to maximize active and effective parent, community and minority involvement in committee work.	**The school board has adopted a committee policy and school leadership implements procedures that ensure active, effective recruitment of parents, community members and minority representatives to serve on school board committees or participate in decision making through informal means.**	The school board has adopted a committee policy, but the policy is either inadequate or is not implemented.	The school board does not have a committee policy.
	Family and community members evaluate the effectiveness of the collaborative effort to remove barriers to learning for all students and make changes as appropriate.	**Families and the community are involved in significant ways (e.g., homework, reviewing student work, parent/community volunteer activities and committee/business partnerships) to remove barriers to learning for all students.**	Families are involved to remove barriers to learning for students, but not in significant ways.	Families are not involved in student learning.
	Interactive communication among home, school and community is consistently and intentionally proactive.	**Interactive communication between home and school is meaningful and regular.**	Communication from the school to the home is generally reactive, dealing with issues of student behavior or academic performance.	Communication from the school to the home is minimal.

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5.1a (continued) **Examples of Supporting Evidence:** • Community involvement programs • School board meeting agenda/minutes • Classroom/school Web pages • Committee rosters • Committee meeting agenda and minutes • School event calendar • 5YCEP • Lesson plans • Service learning project documentation	**Meets criteria for a rating of "3" on this indicator plus:**			
	Family, school and community stakeholders collaborate to select programs and strategies that ensure interaction among teachers, families and the community at large. Groups of parents are encouraged to plan and promote family involvement activities.	**Programs and strategies (e.g., training for parents, open house, curriculum fair, portfolio night and scrimmage night) that promote interaction between teachers and families are developed, implemented and evaluated for effectiveness.**	Programs are developed that promote communication between teachers and families, but the programs are not always implemented.	Few or no programs are developed that promote communication between teachers and families.
	Structures are in place to encourage and enhance family and community participation in school activities (e.g., conferences, cultural activities, open house).	**Parents, Elders and family members are welcome in the school and their assistance (e.g., volunteer committees, parent resource room, school board and committees) is sought.**	Parents/family members are welcome in the school, but their assistance and involvement is not actively sought.	Parents/family members are not welcome in the school.
	Students and family members collaborate with school staff members, district staff members and community partners to design programs and services and identify resources to create, implement, maximize and sustain learning opportunities (e.g., parenting classes, family skills, educational opportunities for families).	**School and district staff members collaborate with family members, Elders and community partners to provide programs, services and resources (e.g., service learning projects) that create, implement, maximize and sustain learning opportunities for all students.**	There is some school, family and community collaboration, but the resulting programs and services provide limited learning opportunities for students.	There is little or no collaboration among school staff members, families and community members.

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DA	**Meets criteria for a rating of "3" on this indicator plus:**			
5.1b **Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance).** **Examples of Supporting Evidence:** • Title I program plan • School guidance plans • Perception surveys • Student individual education plans/ behavior management plans	Family and school staff members collaborate to analyze data from multiple sources (e.g., other standardized assessments, classroom assessments) to determine the extent to which support programs enhance the achievement of those students with the greatest needs and to inform program decision-making and modifications.	**All student support programs are designed and implemented to support and promote individual student achievement with emphasis on those students with the greatest needs. Programs are evaluated and modified as necessary.**	Support programs are designed and implemented to support individual student achievement, but the emphasis of the program is not on students with the greatest needs.	Support programs are designed as a remedial program without addressing individual student or group learning needs.
	Family and school staff members collaborate to determine the effectiveness of support services intended to remove barriers to learning for at-risk students.		School guidance programs do not maximize leverage on student learning by integrating all possible sources of funds (e.g., federal, state, community) to provide support services that remove barriers to learning.	School guidance programs do not leverage multiple sources of support services to remove barriers to learning.

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5.1b **(continued)** **<u>Examples of Supporting Evidence:</u>** • School board policies and meeting minutes • Technology plan • Master schedule • Class rosters • Schedule of parent/teacher conferences	**Meets criteria for a rating of "3" on this indicator plus:**			
	Title I activities enhance the school's instructional program by leveraging the integration of resources to promote and support student learning.	**Title I activities are seamlessly integrated into the school's instructional program to promote and support student learning.**	The Title I program is not closely coordinated with the school's instructional program.	The Title I program is isolated from the rest of the school's instructional program.
	School counselors partner with the total school staff and community to develop a network of support (e.g., a school-wide student assistance program that includes peer counseling and adult advocate components).	**School counselors collaborate with staff members and families to implement a school-wide guidance program that provides support services to meet the intellectual, social, career and developmental needs of students.**	School counselors focus more on administrative issues than on a school- wide guidance program in support of student learning.	School counselors do not focus on student learning.
	Community agencies and the school/ district establish partnerships to provide extensive technology resources to ensure that all students have access to the common academic core.	**The school/district provides a variety of technology (e.g., distance learning, virtual high school, computer assisted learning) for all students to access the common academic core.**	The school's technological resources are not equitably available to all students to access the common academic core.	Students do not have access to the school's technological resources.
	The school board regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that all students have equal access to a common academic core.	**The school board has adopted policy and school leadership has implemented procedures that ensure all students have equal access to a common academic core.**	The school board has a policy stating that all students have equal access to the curriculum, but school leadership does not always implement the policy.	The school board does not have a policy that ensures all students have equal access to a common academic core.

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DA **5.1c** **The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.** **Examples of Supporting Evidence:** • Records of/procedures for referrals to health and social services • Textbook/instructional resources purchasing plans • Staff, student and community member interviews • School board meeting agenda/minutes • Perception surveys • Individual education plans • School/district budgets • Technology plans • 5YCEP • Comprehensive district improvement plan • Software Technology • Incorporated reports	**Meets criteria for a rating of "3" on this indicator plus:**			
	Community and business partners collaborate with school staff members to provide active learning opportunities (e.g., in-school banks, bookstores) for students.	**A variety of instructional materials and resources that promote active learning are integrated into the curriculum and staff members have had appropriate implementation training, which is ongoing and informed by research.**	Instructional materials and resources that promote active learning are available. However, staff members have not received appropriate training, or the materials and resources are not used.	Instructional materials and resources that promote active learning are not available.
	Health and social services are seamlessly integrated into a fully functioning comprehensive student services program.	**School leadership has developed and implemented procedures to refer students for health and social services, and offer preventative and crisis counseling. The procedures are clearly communicated to students, staff members and families.**	School leadership has developed procedures to refer students for health services, but the procedures are either not consistently implemented or not clearly communicated to students, staff members and families.	School leadership has no formal procedures to refer students for health and social services.
	School leadership recruits and trains family and community volunteers to participate in student assistance teams that provide support for students experiencing learning problems.	**School leadership has established procedures to identify and implement support programs for the identified students who experience learning problems. Training on student identification and program implementation is provided to all staff members.**	School leadership has established procedures to identify students who experience learning problems, but specific support programs are not always implemented.	School leadership has not established procedures to identify students who experience learning problems.

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5.1c **(continued)**	**Meets criteria for a rating of "3" on this indicator plus:**			
	Multiple private and public resources (e.g., scholarship opportunities, medical services) are integrated and leveraged to enhance the implementation of specific actions to reduce barriers to student learning.	**The school collaborates with community agencies (e.g., agencies including tribal/other preventional wellness programs, boys' and girls' clubs, etc.) planning and implementing specific actions to reduce barriers to student learning.**	The school works with community agencies to provide assistance for students, but the resulting programs are not always focused on reducing barriers to student learning.	The school does not work with community agencies to reduce barriers to student learning.
	School staff members and community members establish a collegial support/coaching network and feedback loop to ensure that respect for cultural differences is embedded into classroom instruction.	**School leadership ensures that all teachers have professional development that addresses impact of cultural differences on learning. School leadership also ensures that employees receive factual information on the community, its culture and values.**	School leadership occasionally provides professional development on the impact of cultural differences on learning.	School leadership does not provide professional development on the impact of cultural differences on learning.
	Short-term flexible staff and/or student groupings are integrated into the school's instructional practices in order to meet the learning needs of all students and reduce barriers to learning. Students are given many opportunities to assume leadership and accept school wide and classroom responsibilities.	**School staff members incorporate differentiated instructional strategies (based on learning styles, developmental stages and skill levels) into classroom practice to meet student needs and reduce barriers to learning and to involve students in taking responsibility for the learning of other students (e.g., peer tutoring cooperative learning.**	Some school staff members use differentiated instructional strategies to meet student needs.	School staff members do not use differentiated instructional strategies to meet student needs.

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5.1c **(continued)**	**Meets criteria for a rating of "3" on this indicator plus:**			
	The school board makes reducing all barriers to learning a priority when allocating resources, seeks additional avenues of funding and ensures that the resources are used effectively.	**The school board allocates sufficient financial resources for reducing barriers to learning and ensures that these resources are used effectively.**	The school board allocates sufficient financial resources for reducing barriers to learning, but the resources are not always used effectively.	The school board does not allocate sufficient financial resources to reduce barriers to learning.

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5.1d **Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.** **Examples of Supporting Evidence:** • Schedule for co-curricular programs • List of co-curricular offerings • Staff, parent, student and community member interviews • Observations of support programs • School budget • Support program/services documentation • Transportation plan	**Meets criteria for a rating of "3" on this indicator plus:**			
	District and school staff members collaborate with outside agencies to identify and implement innovative approaches to provide students with assistance beyond the classroom.	**Students requiring additional assistance beyond initial classroom instruction are provided with a variety of opportunities to receive assistance.**	Limited opportunities are provided for students to receive additional assistance beyond initial classroom instruction.	Students do not have opportunities to receive additional assistance beyond initial classroom instruction.
	Classroom instructional time is seamlessly integrated to maximize the impact on student achievement.	**Student support programs are effectively used to support student achievement.**	Student support programs support student achievement, but the activities are either not appropriately implemented or have limited effectiveness.	Student support programs do not support student achievement.
	Stakeholders and students assist in the development and implementation of extended learning opportunities (e.g., service learning, 21st Century Learning Centers).	**Classroom teachers collaborate with Support Program teachers to meet student needs and to close achievement gaps across subpopulations.**	Classroom teachers seldom collaborate with Support Program teachers to meet student needs and to close achievement gaps across subpopulations.	Classroom teachers do not collaborate with Support Program teachers.
	School staff members participate in an ongoing dialogue with community agencies and institutions of higher education to form a collaborative network of services supporting the learning needs of students.	**Support programs and services (e.g., Title I, exceptional children services) are evaluated, modified and/or expanded to meet the needs of students.**	Support programs are evaluated, but seldom modified or expanded to meet the needs of students.	Support programs are neither evaluated nor modified to meet the needs of students.

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5.1 d **(continued)**	**Meets criteria for a rating of "3" on this indicator plus:**			
• School board policies and meeting minutes • Individual education plans/504 plans • Master schedule	Schools collaborate to ensure a seamless network of support programs and services across the district to provide a total service delivery system supporting student achievement.	**There is collaboration and coordination among support programs and services (e.g., Family Resource/Youth Service Centers, Title I and school guidance programs) to eliminate gaps and unnecessary overlaps in delivery of services supporting student achievement.**	There is limited collaboration among support programs and services to eliminate gaps and overlaps in delivery of services supporting student achievement.	Support programs and services operate in isolation to deliver services to students.
	Schools collaborate to coordinate co-curricular programs district-wide.	**Co-curricular programs support student learning and all students have equitable access to the programs.**	Co-curricular programs support student learning, but not all students have equitable access to the programs.	Co-curricular programs do not support student learning, or there are no co-curricular programs.
	Service learning opportunities are fully integrated into the educational program of all students.	**The school and community partners collaborate to provide all students with opportunities for service learning.**	The school provides opportunities for service learning, but the opportunities are not available to all students.	The school does not provide students with opportunities for service learning.

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DA **5.1e** **The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.** **Examples of Supporting Evidence:** • Staff, parent/family member and student interviews • Transcripts • Individual graduation plans • Student academic records • Technology plan • Policies and procedures on access to student records • Immigration and naturalization service forms • Student grade reports • Software Technology, Incorporated records • Cumulative folders system/policies • Montana Early Learning Profile or other primary level progress reports • Student working folders/portfolios	**Meets criteria for a rating of "3" on this indicator plus:**			
	Students are proactively involved in the development and maintenance of an academic profile that enhances and extends the cumulative student records.	**The school maintains cumulative student records that provide a profile of each student's academic and educational development.**	The school maintains student records, but the focus is not on the student's academic and educational development. Technology resources provide limited support for sustaining an accurate student record system and efficient data management practices at the school, classroom and/or individual student levels.	Student records maintained by the school contain only classroom grades.
	Artifacts that document student performance are maintained in a venue that allows them to be a complement to cumulative student records.	**Relevant, current and accurate data from multiple sources are included in cumulative student records.**	Data from limited sources are included in student records. Some data is either not current or not relevant.	Data in student records is outdated, irrelevant and/or inaccurate.
	Cumulative student records are maintained in a secure interactive electronic environment that allows access by students and, when appropriate, parents/guardians.	**Cumulative student records are well organized and appropriately controlled. Information is readily available to designated staff members.**	Cumulative student records are organized and generally available to staff members, but not appropriately controlled.	Student records are not organized and/or access to the records is not controlled.
	Extensive state-of-the-art technology resources facilitate and enhance data management practices at the school, classroom and individual student levels.	**Sufficient technology resources provide support for sustaining an accurate student record system and efficient data management practices at the school, classroom and individual student levels.**	Technology resources provide limited support for sustaining an accurate student record system and efficient data management practices at the school, classroom and/or individual student levels.	Technology resources do not provide support for sustaining an accurate student record system and efficient data management practices.